

# 'Ewa 'Āina Education Initiative

**Unit Plan Descriptive Title:** Building Empathetic Relationships and Leaders Through 'Āina (link to [Unit Plan](https://cutt.ly/1JkLibP): <https://cutt.ly/1JkLibP>)

**Target grade:** 7 and/or 8

**Target subject:** Student leadership and/or social studies

**'Ewa 'Āina Site:** Kuhiawaho

## Detailed Lesson-Project Plan #4

**Lesson Title:** 'Āina Site Huaka'i

### Essential Unit Questions Addressed:

- How can we learn from mistakes of the past to create a better future?
- As servant leaders, how can we use our understanding of the 'āina to be better stewards of the land?
- How can we practice empathy to create an effective service project to address a community need?

### Educational Standards

- HCSSS Anchor Standard 5 Taking Informed Action
  - Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses
  - Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation
- NGSS MS-ESS3.C : Human Impact on Earth's Systems
- GLO #1: Self-Directed Learner (The ability to be responsible for one's own learning)
  - Monitors progress and evaluates learning experiences
- GLO #2: Community Contributor (The understanding that it is essential for human beings to work together)
  - Respects people's feelings, ideas, abilities and cultural diversity
  - Cooperates with and helps and encourages others in group situations
  - Understands and follows rules of conduct
- GLO 3: Complex Thinker (The ability to demonstrate critical thinking and problem solving)
  - Considers multiple perspectives in analyzing and solving a variety of problems
  - Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed
- GLO #4: Quality Producer (The ability to recognize and produce quality performances and quality products)
  - Evidence that meets or exceeds Hawaii Content and Performance Standards
- GLO #5: Effective Communicator (The ability to communicate effectively)
  - Listens to, interprets, and uses information effectively
  - Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes
  - Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes
  - Observes and makes sense of visual information
- GLO #6: Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically.)
  - Uses appropriate technologies for communication, collaboration, research, creativity, and problem-solving

## HĀ framework and/or Hawaiian Culture integrated into this lesson

Students will reflect upon and follow the BREATH principles of the Hā framework as they participate in the huakai'i service project

- Belonging - Students learn about place names, environment, and Hawaiian names of their area. Knowing these names will strengthen their sense of belonging

## Materials needed

### Videos, media, lesson presentations/resources

- [Oli prep](https://cutt.ly/wJxZUc6) (link: <https://cutt.ly/wJxZUc6>) and practice - [Oli audio recording](https://apps.ksbe.edu/kscholars/oli/) (link: <https://apps.ksbe.edu/kscholars/oli/>)
- "[Kilo](https://cutt.ly/TJx2N3X)" [Outside Observation](https://cutt.ly/TJx2N3X) (link: <https://cutt.ly/TJx2N3X>)

### Student Assessments and Worksheets

- [Kilo ā Loa'a \(Observe and Discover\) Scavenger Hunt](https://cutt.ly/jkXiFI) (link: <https://cutt.ly/jkXiFI>)
- [Individual Reflection](https://cutt.ly/yJx29ga) (link: <https://cutt.ly/yJx29ga>)
- [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>)

## Pedagogy (methods) Used to introduce, teach and close/review lesson

### *Instructional Sequence* - Huaka'i

Teacher Does	Students Do
<p><b>On Campus:</b> <b>Teacher</b> reminds students of behavior expectations, checks for closed shoes, water bottles, offers sunscreen and asks for any nīnau (questions) or mana'o (ideas). If time allows, <b>Teacher</b> can review the arrival protocol and chant with <a href="https://cutt.ly/wJxZUc6">Oli prep</a> (link: <a href="https://cutt.ly/wJxZUc6">https://cutt.ly/wJxZUc6</a>) and <a href="https://apps.ksbe.edu/kscholars/oli/">Oli audio recording</a> (link: <a href="https://apps.ksbe.edu/kscholars/oli/">https://apps.ksbe.edu/kscholars/oli/</a>). Also review observing with the "<a href="https://cutt.ly/TJx2N3X">Kilo</a>" <a href="https://cutt.ly/TJx2N3X">Outside Observation</a> (link: <a href="https://cutt.ly/TJx2N3X">https://cutt.ly/TJx2N3X</a>) slide. <b>Teacher</b> leads students to the bus.</p>	Students listen and respond appropriately
<p><b>At Kuhiawaho:</b> <b>Upon arrival:</b> <b>Teacher</b> reminds students that this is a time to leave our individual rubbish and worries outside so we can be open to whatever the site has to offer. And to remember we are here to offer ourselves in the most positive spirit of respect for one another. <b>Teacher</b> asks students what they remember are key things to do to show that they are acting with empathy at this site? <b>Teacher</b> acknowledges and appreciates responses.</p>	Students listen and respond with ideas like, "listen," "be respectful,"
<p><b>Teacher</b> requests students to remove head coverings and reminds students that s/he and any students who would like to join in will chant E Hō Mai as soon as everyone is off the bus. If you are not going to chant, you can think the ideas in your head silently. <b>Teacher</b> asks students what the chant is about. <b>Teacher</b> acknowledges and appreciates responses</p>	Students listen and respond with ideas like asking permission to be there, asking permission to learn there, etc.

<p>or shares information if none has been offered.</p>	
<p><b>Teacher</b> reminds students that they are not required to participate in the oli but are asked to remove their hats, and stand quietly while those who wish to oli.</p> <p><b>Teacher</b> explains that after the chant, we will listen to the world around us for a few seconds and then the teacher will clap twice to finish.</p> <p><b>Teacher</b> chants as best s/he can.</p> <p><b>Teacher</b> and students stand silently observing.</p> <p><b>Teacher</b> claps twice</p> <p><b>Teacher</b> acknowledges and appreciates participation.</p> <p>If <i>Site Stewards</i> are ready, <b>Teacher</b> introduces them and asks them to share the “why” and “how” of ‘aloha ‘āina at Kuhiawaho</p> <p><b>Teacher</b> acknowledges and appreciates their sharing and asks students if they have any nīnau (questions) or mana‘o (ideas).</p> <p>If site stewards are not ready, or at another break time, <b>Teacher</b> directs students to pause and Kilo (observe) their surroundings.</p>	<p>Students listen and respond appropriately</p>
<p><b>Community Service Action:</b>  <i>Site Stewards</i> explain what and how the students can help at the site.</p> <p><b>Teacher</b> acknowledges and appreciates the Site Stewards instruction and asks students if they have any nīnau (questions) or mana‘o (ideas).</p> <p><b>Teacher</b> facilitates students service action</p>	<p>Students listen and respond appropriately</p>
<p><b>Closing and Departure:</b>  <b>Teacher</b> invites students to observe and reflect upon the location as they clean up and prepare to depart. If time allows, <b>Teacher</b> invites students to complete a <a href="https://cutt.ly/jkXiFI">Kilo ā Loa‘a (Observe and Discover) Scavenger Hunt</a> (link: <a href="https://cutt.ly/jkXiFI">https://cutt.ly/jkXiFI</a>) and challenges them to reflect on how their discoveries are different from the ones that they made at school, or home, prior to the huaka‘i.</p> <p><b>Teacher</b> acknowledges and appreciates the Site Stewards instruction and the students’ efforts.</p> <p><b>Teacher</b> invites <i>Site Stewards</i> and students to share any nīnau (questions) or mana‘o (ideas).</p> <p><b>Teacher</b> announces lunch, gives a ten-minute warning, and then directs students to clean up, express their gratitude and load the bus.</p>	<p>Students listen and respond appropriately</p>

**Closure**

*Upon Return to school:*

The teacher introduces the [Individual Reflection](https://cutt.ly/yJx29qa) (link: <https://cutt.ly/yJx29qa>) and invites students to break into pairs or trios to discuss the following prompts:

- What are the two most important things you learned on our huaka‘i (field trip)?
- What is a key thing you think everyone should keep in mind when leading a group service

project?

The students' reflections will be assessed using a single-point [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>) of applicable Common Core writing standards.

The teacher asks students to share some of their answers. The teacher acknowledges and appreciates the students' great participation and asks if they have any final nīnau (questions) or mana'o (ideas) before dismissing them.

#### **Accommodations for at least 3 types of diverse learners**

- This lesson presents information in a variety of media (pictures, print, and audio recording)
- This lesson offers students opportunities to participate in a variety of ways (group discussion, individual reflection, individual practice, and performance)
- This lesson was written to be presented in a hybrid learning environment and can be easily presented in a face to face instructional setting with appropriate technology

#### **Formative Assessment Method/s For This Lesson**

Formative assessments occur during group discussions throughout the lesson. The students empathy and observation skills are assessed with the [Kilo ā Loa'a \(Observe and Discover\) Scavenger Hunt](https://cutt.ly/jkXiFI) (link: <https://cutt.ly/jkXiFI>). Additionally, the [Individual Reflection](https://cutt.ly/yJx29qa) (link: <https://cutt.ly/yJx29qa>) can serve as a formal formative assessment. The students' reflections will be assessed using a single point [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>) of applicable Common Core writing standards.

#### **Explain How This Lesson Relates To the Unit Summative Assessment**

This unit is a model for the students to emulate as they begin to prepare their team's service project. The huakai'i experience demonstrates conducting an actual service project.